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Education 7201 T 10/05/201

Milner, HR, & Howard, T.C. (2004). Black teachers, black students, black communities and brown : perspectives and insights from experts. *Journal of Negto Education*, *73*(3), 285-297.

Gay, G. (2000). Culturally responsive teaching: theory research & practice. . *New York: Teachers College Press*,

1.

This research topic build on an earlier study that focus specifically on these researches insights about the impact on Brown versus The Topeka Board of Education decision on Black teachers, Black students, and Black communities ( see Milner & Howard 2004) Mr. Milner focuses on the experiences, impact and success on Black teachers with Black students in public schools.

It’s critical to note that Mr. Milner’s intent is not to engage in a form of what Gay (2000) called “professional racism” that’s assuming that because the teacher and the student shares the same ethnicity that student learning will improve. What Gay is saying is that “knowledge and use of the cultural heritages, experiences and perspectives of ethnic groups ( of students) in teaching are for more important to improving student achievement then shared group membership. Similar ethnicity between students and teachers may be potentially beneficial, but it is not a guarantee of pedagogical effectiveness (p.205)

Hypothesis

The recruitment of more Black teachers will increase the achievement of Black Students or having more Black teachers in the teaching force could potentially improve a wide range of situation and needs for Black students.

Ashley, M, & Lee, J. (2003). *Women teaching boys stoke-on-tretn*. Trentham Books.

Carrington, B, & Shelton, C. (2003). Rethinking, role models: equal opportunities in teacher recruitment in England and Wales. *Journal of Education Policy*, *18*(3), 1-13.

*Teacher development agency*. (2005, October 13). Retrieved from http://www.tda.gov.uk/about.mediarelations/2005/20051013.aspx

2. The British government policy on teacher recruitment gives a high priority to increasing the number of male teachers, particularly in the primary schools. In order to achieve this goal the Training Development Agency for Schools (TDA) launched a new drive for men to train as primary school teachers. (TDA2005) The policy makers believe that matching teachers and pupils by gender will improve boys’ engagement with school. This policy is predicated on the widely held notion that pupils do better when there’s a match between characteristics of pupils and teachers in terms of gender and ethnicity. ( Carrington and Shelton 2003)

Hypothesis

Men teachers behave and teach differently to their female colleagues and that men teachers provide boys with role models in order to prevent their educational disaffection and to raise their achievements. (Francis and Shelton 2001; Shelton 2002; Ashley and Lee 2003; Francis & Shelton 2005).

Bandura, A. (1986). *Social foundation of thought, and action; a social cognitive theory*. Prentice- Hall, N.J. Englewood Cliffs.

3.

The purpose of this research was to explore whether or not children actually see teachers as role models. Children were asked directly who their role models are, and what they regard as important attributes for a role model. Background research which claims that male role models can improve the behavior and achievement of boys are familiar and persistent. This research relies on the social learning theory ( Bandura 1986) which states that children and adults learn among other ways by observing and experiencing the behavior of others. Socialization is the process by which we learn by others attitudes, values and beliefs and eventually come to formulate our own. Role models are considered key players in this socialization process. The number of boys (197) and girls (182) took part in the survey. Overall only 2.4 % of pupils referred to a teacher as a role model. Based on the findings of this research it seems highly unlikely that boys will their teachers as role models.

Hypothesis

An increase in the number of male teachers working at the lower school levels would reduce the number of school-related problems for boys.

Martino, W. (2008). Male teachers as role models: addressing issues of masculinity, pedagogy and the re-masculinization of schooling, curriculum inquiry. *38*(2), 189-223.

Faludi, S. (1991). *Backlash:The undeclared war against women*. London: Vintage.

Martino, W, & Berrill, D. (2003). Boys, schooling and masculinities: interrogating the right way to educate boys. *Education Review*, *55*(2), 99-117.

Mills, M, Martino, W, & Lingard, B. (2004). Attracting, recruiting and retaining male teachers: policy issues in the male teacher debate. *British Journal of the Sociology of Education*, *25*(3), 355-369.

Lingard, B, & Douglas, P. (1999). *Men engaging feminism: profeminism, backlashes and schooling.*. Buckingham,UK: Open University Press.

4. This article focuses on the call for more male teachers as role models in elementary schools and treats it as a manifestation of” recuperative masculinity” politics ( Lingard & Douglas, 1999). Thus the article provides an interrogation of the failure of educational policy and policy-related discourse to address the significance of male teachers “doing women’s work” through employing an analytical framework that refutes discourses about the supposed detrimental influences of the feminization of elementary school. In other words because teaching historically has been viewed as woman’s work, and that men who teach especially in the lower grades were lacking in masculinity, this has resulted in a reduction in the number of male teachers. Now because of the lack of male teachers there’s concern about the feminization of boys at the elementary level. The author argues that a call for male role models represents another instance historically of the recurring phenomenon of backlash (see Lingard & Douglas 1999, who provide evidence of this broader project of re-masculinization; Martino & Berrell, 2003; Mills, Martion, Lingard 2004)

Hypothesis

Calls for male teachers as role models must be understood in a broader cultural project of re-masculinization, due to the perceived threat that posed by women who have begun to make some headway toward equality (Faludi 1991, p. 46)

5. Ding, C, & Sherman, H. (2006). Teaching effectiveness and student achievement; examining the relationship. *Educational Research Quarterly*, *29*(4), 39-49.

Darling-Hammond, L, & Young, P. (2002). Defining highly qualified teachers: what does scientifically based research actually tell us?. *Educational Research*, *31*(9), 13-25.

Kemp, L, & Hall, A. (1992). *Impact of effective teaching research on student achievement and teacher performance: equity and access implications for quality education.* (ED 348 360)ERIC document Reproduction Service.

Taylor, BM, Pearson, D, Clark, K, & Walpole, S. (1999). Effective schools, accomplished teachers. R*eading Teacher*, *53*(2), 156-159.

This article investigates the relationship between teacher effectiveness and student achievement. The Teaching Commission (2004) published a report, “Teaching at Risks”, stating that teaching quality is a critical factor in attempts to improve our nation’s global competiveness, security and future. This question is left to be proven, but the purpose of this article is to examine the issues of the relationship between teacher effectiveness and students achievement as measured by test scores. Research on effectiveness of teaching has reported a direct relationship between its quality and students learning ( Darling- Hammond & Young, 2002). Teacher effectiveness or effective teaching has been characterized in terms of specific teaching practices (e.g. Kemp & Hall, 1992; Taylor, Pearson, Clark & Walpole, 1999) An effective teacher would employ systematic teaching procedures( Kemp & Hall 1992) and spend more time working with small groups throughout the day( Taylor et al, 1999) Porter (2002) found that pupils make more academic gains when instruction is effectively connected to assessment. What they found was that,(Sanders 2000), differences in teacher effectiveness is the single largest factor effecting academic growth of populations of students (p.8) Wright, Hall and Sander 1997 stated: Effective teachers appear to be effective with students of all achievement levels, regardless of the level of heterogeneity in their classrooms. The Study did not clearly define teacher effectiveness therefore their claim about teacher effectiveness and student achievement could not be supported by the data.

Hypothesis

There is a direct causality among teacher preparation, teacher quality, and student achievement.

6. Sanatullova-Allison, E. (2010). Why men become elementary school teachers: insights from elementary teacher education program. *Action Teacher Educ*, *31*(4), 28-40.

Cunningham, B, & Watson, L W. (2002). Recruiting male teachers. *Young Children*, *57*(6), 10-15

This article discuss the fact that male teachers are in demand in U.S. public schools, given the greater focus placed on the need to diversify the historically female dominated profession. According to the National Center for Education Statistics, 2004; of the almost 1.8 million U.S. elementary public school teachers, a scant 9% are men. In fact, the percentage of mail teachers in elementary school has fallen since 1981, when it reaches an all time high of 18 %. The pervasive belief in society in teaching profession that suggest that men are less capable then woman to care for and educate young children “ can affect hiring decisions, teacher education programs, and career counseling” which in turn becomes “ a major barrier to men becoming early childhood teachers” ( Cunningham & Watson 2002, p.10). But, today some males want a chance to make a difference in the lives of children.

Hypothesis

Historically and culturally constructed factors such as attitudes toward caring, gender coded behavior and sexual orientation has kept male teachers out of the elementary education system.